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reply is commonly "Amesos!" "Immediately!" or "Eftasa!" "I have arrived already!" These answers are forms only; younger children often set out at a run; others proceed at whatever pace pleases them at the moment. But the significance of these phrases for us is that "glighora" is never used by a younger person to an older one. 561 576 888

These expressions of deference, on the one hand, and of imperiousness, on the other, are outward signs of noncompeting relationships, because each age group and, by extension, each social status has rights, duties, and obligations, with one set of these shading gradually into the other with sufficient separation so that a complementary rather than a competing relationship predominates. Preschool children are expected to learn what elders in all categories teach them and otherwise have few responsibilities. School children, both boys and girls, take on the burdens of life, because their success in school is a matter of vital concern to themselves and their families. During school holidays school children from ages seven to twelve are expected to help with farm work. When they have finished elementary school the children consider themselves adult (they said so in a set of essays we asked them to write on what they wanted to do when they were grown) and expect to contribute to the welfare of their families, either by taking on more and more responsibilities on the farm, or by apprenticeships to trades. This is the period in which comradeship is most possible. Each boy tends to have one other boy as a friend and companion. They visit festivals together, go to the coffeehouse, and play cards together. Girls have less opportunity for free movement and are more likely to sit and work with their age companions in neighborhood work groups. Whatever work these older boys and girls do on the farm is supervised by their elders, and the supervision is accepted. Nevertheless, as explained already, each person has the right to contribute his suggestions and advice, and although a father or older man has the right to make the final decision, he rarely chooses one that will anger his younger assistants. 561 571 858 [594] [857] 883 594 [572] [476]

Here again, the young people work in a complementary relation with other members of the family; their goals are the same as those of their elders—to do well so that a good marriage can eventually be arranged—and the various means by which to achieve these goals are not in dispute. In spite of the rapid and accelerating technological and material changes in the village since the end of World War I, these changes have not led to conflicts between the generations. As earlier chapters have indicated, old people are basically no less "progressive" than their juniors; young and old continue to agree on the goals and on the means to achieve them as they change, and each has his part to play in the achievement of the approved ends. The grandparent generation joins with the rest. 561 185 594 176

Once the young people have married, they either continue as farmers in the household of their parents and gradually take over more of the supervision of the work, or work separately as a new elementary family. Therefore, to return to our original remark, the agonistic quality is not characteristic of relations between the generations. 578 [567] [594] [595] 562

The kind of competition we have been describing as agonistic does not prevail between the sexes in Vasilika. Men and women are considered far too different from each other for that.